

ETHNIC STUDIES 1
Introduction to Ethnic Studies:
Land and Labor

Professor: Daphne V. Taylor-García, dtg@ucsd.edu
Lecture: M/W/F 1:00-1:50pm in Peterson Hall, Rm. 108
Office Location: Department of Ethnic Studies, SSB 226
Office Hours: M/W 2:15-3:45pm

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Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
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COURSE DESCRIPTION

“Land and Labor” is the first of a three-part introductory series to the field of Ethnic Studies. This particular course examines key historical events and debates in the field that center around land and labor, including disputes about territory and natural resources, slavery and other forms of unfree labor, labor migration and recruitment, and U.S. and transnational borders.

COURSE OBJECTIVES

We come together in this course to study the relationship between being dispossessed from land, the politics of racialized and gendered labor, and the construction of economic and social inequality—these are fundamental links for

understanding social relations today. The goal of this course is not to memorize the texts we read, but rather to engage in lively discussions with our peers, develop critical thinking skills, and hone our reading and writing skills so as to be better informed and engaged participants in our social, political, and cultural worlds. We are here to draw connections between historical processes and contemporary phenomenon, and to link course themes and readings to our everyday lives and current events.

ACCOMMODATIONS

I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. If you require any specific accommodations, please contact me as soon as possible. Also, if you prefer to be called by a different name or to be referred to by a different gender than what appears on your enrollment record, please feel free to notify your instructors.

DISCUSSION ETHICS

This class is intended for students interested in challenging commonly held understandings of colonialism, labor, race, gender, sexuality, and class. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow (<http://www.vcb.ucsd.edu/principles.htm>).

ELECTRONIC DEVICES AND LAPTOPS

A recent study in the Computers and Education journal found that using laptops in class “poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content”

(<http://www.sciencedirect.com/science/article/pii/S0360131512002254>).

Therefore, all phones and electronic devices (PDA/iPod/iPad, laptops, etc.) must be turned off or set to vibrate in the classroom. Electronic devices, including laptops, must be stowed away in bags or pockets. If you do not stow them and instead use an electronic device in class you will be warned; if you use such a device again after being warned you will receive a failing participation grade. If you have a cell phone/PDA/iPod/laptop etc. out during a quiz or exam you will automatically fail the course. If you require an exception to the policy regarding the use of laptops you must get written approval from me and you must sit in the front row.

COURSE REQUIREMENTS

<u>Assignments</u>		<u>Grading Scale</u>			
Section attendance/participation	20%	94-100	A	73-75	C
Discussion Points	25%	90-93	A-	70-72	C-
Midterm Exam	25%	86-89	B+	66-69	D+
Final Exam	30%	83-85	B	63-65	D
		80-82	B-	60-63	D-
		76-79	C+	0-60	F

- 1) **Section attendance and participation (20%):** Class participation and punctual attendance are crucial. Students are expected to finish all assigned readings *prior* to class. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussion sections. An absence that results from extenuating circumstances will be excused; however, **more than two unexcused absences from lecture or one unexcused absence from section will affect your final grade.** In order to be counted as present you must arrive on time and stay until the conclusion of lecture or section.

- 2) **Discussion Points (25%):** Each week, students are responsible for the contribution of at least one discussion point that relates to course themes. A discussion point can take the form of a critical question, news article, song or image, etc. These can be submitted to your TA at the beginning of your weekly discussion section. Please include your name, the appropriate date, and -1pg. double-spaced description of how your selection relates to course themes. **Late and/or hand written submissions will not be accepted.**

- 3) **Midterm Exam (25% each):** The midterm exam will be proctored on **Friday, Nov. 1st.** This in-class exam will require students to define and discuss five key terms drawn from course concepts and themes. A list of twenty possible terms will be made available to students on the Friday prior to the exam.

- 4) **Final Exam (30%):** The final exam will consist of two parts: **1) a short take-home essay** (approximately 3-4 pages in length) in response to a theoretical question generated from course readings; and **2) an in-class exam** consisting of five identification terms. A list of potential key terms and the essay prompt will be made available on **Monday, Dec. 2nd.** Both components of the exam, each worth 15% of your grade, should be handed in to your TA during the class final exam on **Monday Dec. 9th** (11:30am-2pm).

- 5) **Grading Policy:** In order to receive a passing grade in the class, students **must complete all course assignments.**

REQUIRED READINGS

Chang, David A. The Color of the Land: Race, Nation, and the Politics of Landownership in Oklahoma. Chapel Hill: University of North Carolina, 2010.

Ferriss, Susan and Ricardo Sandoval. Fight in the Fields: Cesar Chavez and Farmworkers Movement. New York: Harcourt, Brace & Company, 1997.

Davis, Angela. Are Prisons Obsolete? New York: Seven Stories Press, 2003.

All other course readings can be viewed and downloaded via the **EReserves** course website. You will be prompted to enter a password for the course, which is: **dt1**

SCHEDULE

Fri. 9/27 Introduction to the Course

WEEK ONE: Introduction—Terminology and Framework

Mon. 9/30 **Hong, Grace Kyungwon**, “Property,” **Robert Warrior**, “Indian,” and **David Kazanjian**, “Colonial,” in Keywords for American Cultural Studies. New York: New York University Press, 2007.

Wed. 10/2 **Quijano and Wallerstein**. “Americanity as a Concept, or the Americas in the World-System.” International Journal of Social Sciences, No. 134 (Paris: UNESCO, 1992).

Fri. 10/4 **Nakano Glenn, Evelyn**. “Labor: Freedom and Coercion,” in Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor. Cambridge: Harvard University Press, 2002

WEEK TWO: Colonialisms and Slavery: Key Concepts

Mon. 10/7 **Horsman, Reginald**. “Race, Expansion and the Mexican War,” in Race and Manifest Destiny. Cambridge: Harvard University Press, 1981.

Womack, John. Excerpt from Zapata and the Mexican Revolution. New York: Random House Inc., 1968.

EZLN. Revolutionary Laws and The Zapatista Women’s Revolutionary Law. 1994.

Wed. 10/9 **Smallwood, Stephanie.** “Turning African Captives into Atlantic Commodities,” in Saltwater Slavery: A Middle Passage from Africa to American Diaspora. Cambridge: Harvard University Press, 2007

Fri. 10/11 **Wolfe, Patrick.** “The Settler Complex: An Introduction,” in American Indian Culture and Research Journal. Volume 37, Number 2, 2013, pp. 1-22.

WEEK THREE: The Land

Mon. 10/14 **Chang, David A.** The Color of the Land. Pgs. 1-38

Wed. 10/16 The Color of the Land. Pgs. 39-69

Fri. 10/18 The Color of the Land. Pgs. 71-105

**Film Broadcast: We Shall Remain: Tecumseh’s Vision*

WEEK FOUR: The Land continued...

Mon. 10/21 **Chang, David A.** The Color of the Land. Pgs. 107-148

Wed. 10/23 The Color of the Land. Pgs. 149-174

Fri. 10/25 The Color of the Land. Pgs. 175-212

WEEK FIVE: The Military

Mon. 10/28 **Wechsler, Mady, et al.** “Hispanic and African American Men and Women in the U.S. Military: Trends in Representation” in Race, Gender & Class, Vol. 14, No. 3/4 (2007), pp. 48-64

Wed. 10/30 **Enloe, Cynthia.** “Base Women,” in Bananas, Beaches, and Bases. Berkeley: University of California Press, 2000.

Fri. 11/1 **MIDTERM EXAM**

WEEK SIX: The Farm

Mon. 11/4 **Ferris, Susan and Ricardo Sandoval.** The Fight in the Fields, Pgs xiii—63

Wed. 11/6 Fight in the Fields, Pgs. 64—123

Fri. 11/8 Fight in the Fields, Pgs. 124—157
**Film Broadcast: The Salt of the Earth*

WEEK SEVEN: The Farm continued...

Mon. 11/11 **VETERAN'S DAY HOLIDAY**

Wed. 11/13 Fight in the Fields, Pgs. 158—219

Fri. 11/15 Fight in the Fields, Pgs. 220—279

WEEK EIGHT: The Prison

Mon. 11/18 **Davis, Angela**, Are Prisons Obsolete?
Chapters 1 and 2

Wed. 11/20 **Davis, Angela**. Are prisons obsolete?
Chapters 3 and 4

Fri. 11/22 **Davis, Angela**. Are prisons obsolete?
Chapters 5 and 6

**Film Broadcast: G-Dog, "Nothing Stops a Bullet Like a Job."*

WEEK NINE: The Home

Mon. 11/25 **Hochschild, Arlie Russell**. "Love and Gold," in Global Woman: Nannies, Maids, and Sex Workers.

Wed. 11/27 **Collins, Patricia Hill**. "Work, Family, and Black Women's Oppression," in Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment.
New York: Routledge, 2000.

Fri. 11/29 **THANKSGIVING**

WEEK TEN: The Home continued...

Mon. 12/2 **Vora, Kalindi**. "The Transmission of Care: Affective Economies and Indian Call Centers," in Intimate Labors: Cultures, Technologies, and the Politics of Care.

Wed. 12/4

Chang, Grace. "The Nanny Visa: The Bracero Program Revisited," in Disposable Domestics: Immigrant Women Workers in the Global Economy.

Fri. 12/6

WRAP UP

The Buckley Waiver
Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter _____

Course _____

Instructor _____

Student I.D. _____

Print Name _____

Signature _____